AFTER

HIGH SCHOOL -

WHAT ? ?

The Public's Response

to

Findings of the Fraser Valley

Access Committee

Report
of
The Fraser Valley Access
Consultation Group
to
The Honourable Bruce Strachan
Minister of Advanced Education
Training and Technology

February, 1991

FRASER VALLEY ACCESS CONSULTATION GROUP
#296-4609 Kingsway, Burnaby, B.C. V5H 4L3 Phone: (604) 432-8360 Fax: (604) 430-5443

04 February 1991

The Honourable Bruce Strachan
Minister of Advanced Education, Training
and Technology
Province of British Columbia
Victoria, B.C.

Dear Mr. Minister

It is with great pleasure that the Fraser Valley Access Consultation Group which you appointed this fall, submits its report on the public's response to the "Findings of the Fraser Valley Access Committee", the report written by the Presidents of Simon Fraser University, Fraser Valley College, Douglas College and Kwantlen College.

We wish to thank you and the M.L.A.'s who participated in the selection and appointment of this consultation group. The group has worked harmoniously and diligently to produce a report that we feel addresses the best interests of the residents of the Fraser Valley.

This has been an effective exercise and has indeed helped in determining the wishes of the public with respect to post secondary education in the Fraser Valley.

We are also pleased to report that this document has been endorsed unanimously by the members of this consultation group.

Yours truly,

Harvey Schroeder
Chairman

91-04025/

TABLE OF CONTENTS

Executive Summary 1

PART I - THE REASON

Introduction 3

Terms of reference 4

Target area : population projections 5

Consultation group members 9

Process of consultations 10

PART II - THE RESPONSE

What did the public say? 11

Who made presentations? 11

What did they say about access? 12

What other issues were addressed? 18

What options did they suggest? 19

PART III - THE ORIGINAL RECOMMENDATIONS

Discussion on the nine recommendations of the Fraser Valley Access Committee 22

PART IV - THE RESULTS

Findings from the responses 26

APPENDICES

A. Summary of Findings of the Fraser Valley Access Committee

B. List of presenters, by location

C. Briefs and letters received

EXECUTIVE SUMMARY

"The Future Comes Quickly"

Following a province-wide review of access to post-secondary education in 1988, it was clear that an assessment of access problems in the Fraser Valley needed to be addressed. The Presidents of Simon Fraser University, Fraser Valley College, Kwantlen College and Douglas College (known as the Fraser Valley Access Committee) analyzed the problems, developed recommendations, and submitted a report to the Honourable Bruce Strachan, Minister of Advanced Education, Training and Technology. The Minister then appointed the Fraser Valley Access Consultation Group to seek broad public comment from the residents of the areas south of the Fraser River as far as Hope and north of the Fraser River east of the Pitt River. This report represents the major findings of that community consultation process.

Over 300 individuals and organizations made oral or written presentations, expressing a broad range of opinion. The presentations were, however, unanimous in confirming that a severe access problem exists; and that the need was immediate for new post-secondary education programs, including undergraduate academic, career, technical and trades programs. They expressed concerns regarding travel time; the cost of education; the limitations of existing institutions; inadequate library facilities; and insufficient support services. In addition, they suggested several options which they believed would address their needs.

Although the public did not always address the specific recommendations on access made by the Presidents of the four institutions in the previous report, the findings from the consultations were that there are significant problems facing residents of the Fraser Valley that inhibit their reasonable access to post-secondary education and that these do need to be addressed without delay. The major findings are that:

- the maximum tolerable travel time is 45 minutes;
- students are experiencing pressure to complete an undergraduate degree;
- existing institutions and classes are overcrowded;
- there are psychological barriers to access;
- the rivers and mountains create special access problems for some commuting students;
- library facilities are inadequate;
- the student profile has changed to include more mature students especially women, and single and dual parents;
- life-long learning is an economic reality;
- students experience special problems when transferring both within and between institutions;
- "laddering" (transfers between career/technical and academic programs) is difficult;
- integration and specialization of institutions is essential to control escalating costs;
- the reputation of the two-year diploma needs to be assured;
- public transit offers little hope for improvement of access in the Fraser Valley in the immediate future; and
- the taxpayer's ability to pay may restrict use of some of the possible options.

While the terms of reference for the consultations did not require recommendations, these consultations conclude that:

THERE IS AN ACCESS PROBLEM.

IT IS URGENT!

PART I THE REASON

INTRODUCTION

In response to changing economic and demographic forces, the Ministry of Advanced Education, Training and Technology initiated a significant long-range plan to address post-secondary education issues in British Columbia. The Provincial Access Committee was established in 1988 to evaluate current access to post-secondary education and its Report, Access to Advanced Education and Job Training in British Columbia was released in 1988. In 1989, the Ministry established the six-year, $690 million plan and fund, "Access for All", outlining specific commitments for new student spaces in universities and colleges and providing for special initiatives to improve access for under-represented groups.

The Fraser Valley is the fastest growing region of the province. Consequently part of the Access For All strategy was to call for a study to quantify the demand for post-secondary education in that region. The Fraser Valley Access Committee, made up of the presidents of four institutions (Simon Fraser University, Fraser Valley College, Kwantlen College and Douglas College) was asked to develop a plan outlining the demographic changes and making recommendations on ways to meet the growing needs of the people of the Fraser Valley for access to post-secondary education. The report of this group, Findings of the Fraser Valley Access Committee was released in June 1990 (see Appendix A. for summary of recommendations).

As the next step, Minister Bruce Strachan appointed a consultation group in September, 1990 to seek broad public response to this report. When Minister Strachan announced the formation of the Fraser Valley Access Consultation Group and its chairman, Chilliwack resident Harvey Schroeder, he noted that the consultation process would "give area residents an opportunity to express their views on post-secondary priorities".

FRASER VALLEY ACCESS CONSULTATION GROUP

TERMS OF REFERENCE

AUGUST 1990

This consultation group is to provide opportunities for public response to the Report of the Fraser Valley Access Committee. The group's terms of reference are as follow:

* to conduct a community consultation process in the Fraser Valley in order to obtain a broad public response to the Report of the Fraser Valley Access Committee

* to prepare a report for the Minister of Advanced Education, Training and Technology on the findings of these consultations. This report is to be delivered to the Minister by late fall, 1990.

Consultations are to include meetings with the civic leaders and the public in key communities within the Fraser Valley. Particular emphasis should be placed on the areas south of the Fraser River and east of the Pitt River.

In addition, the administration, faculty and students of Simon Fraser University, Douglas College, Fraser Valley College and Kwantlen College are to have opportunities to respond to the Report.

TARGET AREA

The target area includes the areas south of the Fraser River to Hope and north of the Fraser river east of the Pitt River. The tables and maps on the following page illustrate the target area and provide the historical and projected figures for population.

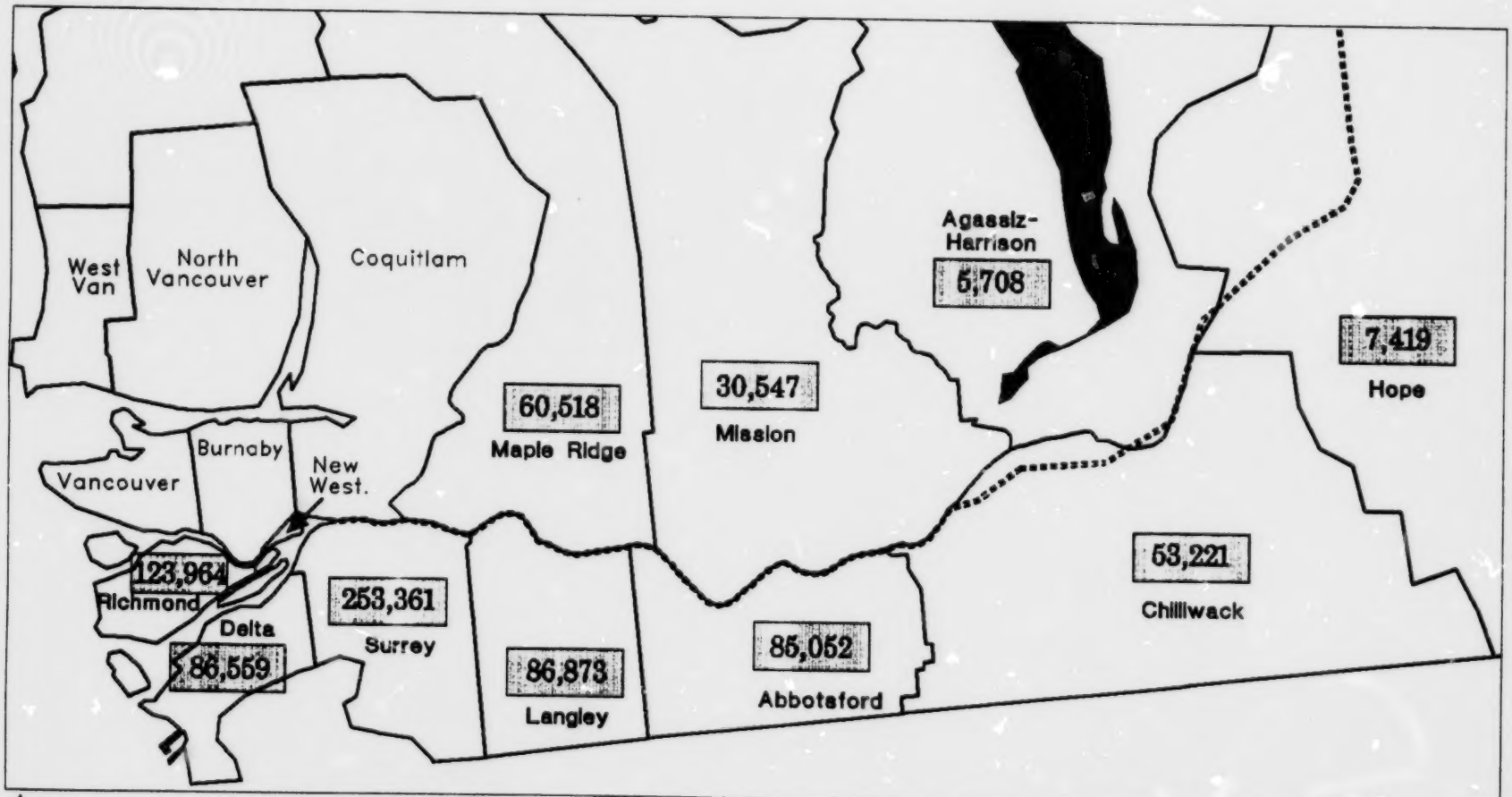
Historical and Projected Population

	Historical		Projected					
	1981	1986	1991	1996	2001	2006	2011	2016
Hope	7,525	7,185	7,419	7,454	7,424	7,328	7,171	6,968
Chilliwack	44,665	45,529	53,221	58,566	63,235	67,608	72,007	76,580
Abbotsford	55,210	66,435	85,052	103,859	126,634	154,743	186,141	217,305
Langley	59,800	70,457	86,873	104,401	127,512	152,155	177,615	202,896
Maple Ridge	38,650	44,200	60,518	70,997	79,442	87,358	95,334	103,033
Mission	23,355	25,294	30,547	35,408	40,677	46,703	53,154	59,574
Agassiz-Harrison	4,740	5,251	5,708	6,132	6,529	6,879	7,177	7,486
Sum of Above	233,945	264,351	329,338	386,817	451,453	522,774	598,599	673,842
Surrey	161,015	196,207	253,361	304,393	347,375	387,003	422,641	454,687
Delta	74,770	79,789	86,559	91,100	94,821	97,874	100,235	101,902
Richmond	96,150	108,492	123,964	136,251	145,784	153,548	159,519	163,947
Sum of Above	331,935	384,488	463,884	531,744	587,980	638,425	682,395	720,536
Vancouver	419,220	435,991	472,620	506,953	537,807	562,739	579,945	591,068
New Westminster	38,550	39,972	45,783	50,050	51,518	51,830	51,615	51,484
Burnaby	136,495	145,161	157,867	168,675	175,113	178,678	180,253	180,374
Coquitlam	104,665	115,500	140,067	160,372	178,100	195,054	212,879	230,568
Sum of all regions	1,264,810	1,385,463	1,609,559	1,804,611	1,981,971	2,149,500	2,305,686	2,447,872
British Columbia	2,744,200	2,889,000	3,203,200	3,514,400	3,814,400	4,122,200	4,413,800	4,691,300

Sources: Historical - Statistics Canada, Ottawa.
Projected - Planning and Statistics Division
Ministry of Finance and Corporate Relations, Victoria.

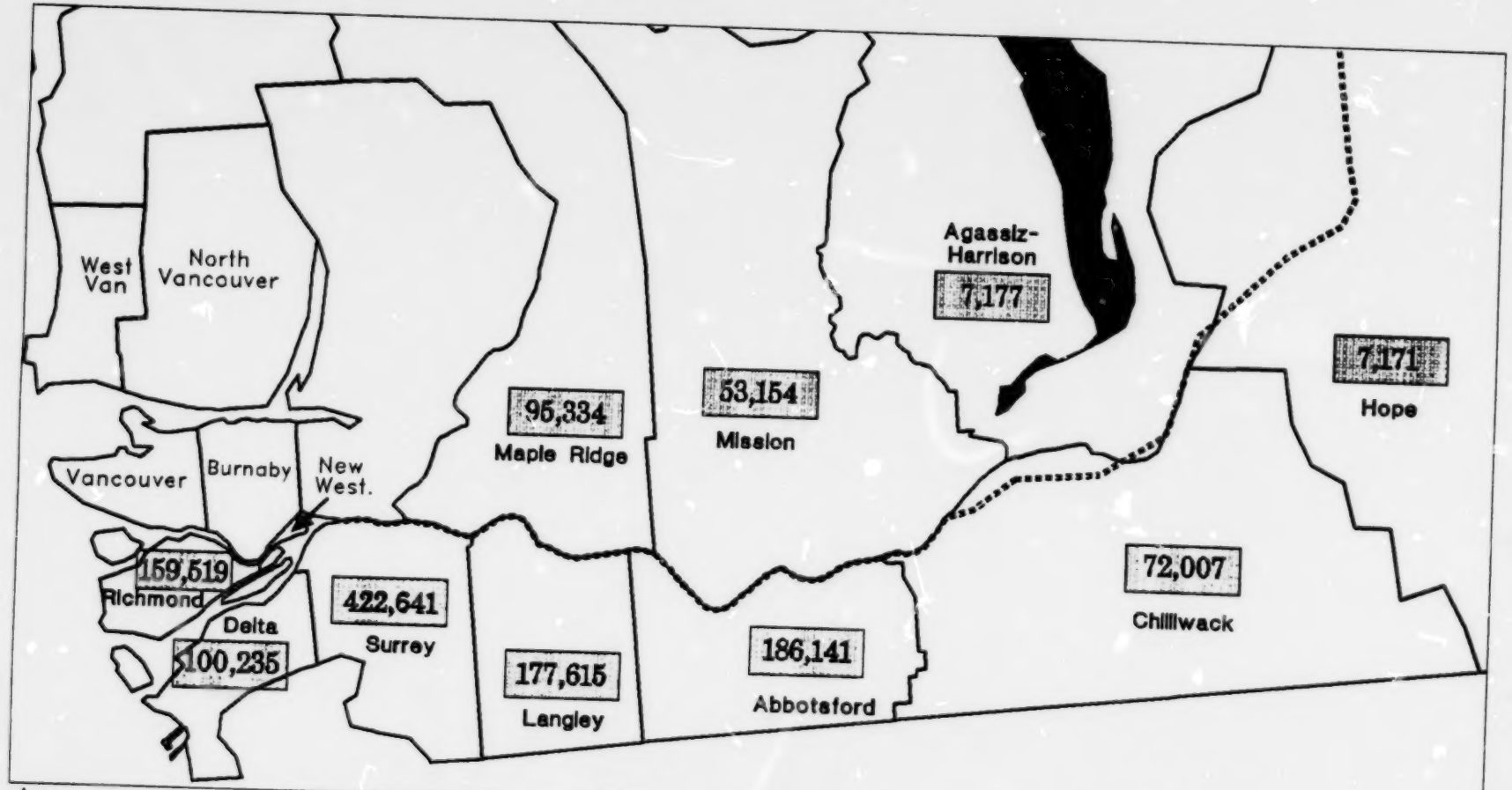
Date: November 1990

Projected Population - 1991



Source: Planning and Statistics Division, Ministry of Finance and Corporate Relations, Victoria. November 1990

Projected Population - 2011



Source: Planning and Statistics Division, Ministry of Finance and Corporate Relations, Victoria. November 1990

CONSULTATION GROUP MEMBERS

Chaired by:	Harvey Schroeder, Chilliwack Clergyman, former Speaker of the House and former Minister of Agriculture
Members:	Jim Cunningham, M.Sc., Ed.D., Langley Former Director of Development and Public Relations, Trinity Western University
	Norm Duce, B.A., M.B.A., White Rock Management Consultant
	Tom Goode, Delta Businessman, former MP and former Mayor of Delta
	Duncan Macpherson, C.A., North Vancouver Retired Vice President, Finance, BCIT
	Dwight Moodie, B.Ed., M.A., Abbotsford Principal, Abbotsford Christian Secondary School
Officer:	Paula Pick, B.A., M.L.S.
Advisors:	Jeannette Matson Ministry of Advanced Education, Training and Technology
Secretaries:	Shirley Smith Yvonne Gajewski

PROCESS OF CONSULTATIONS

The process for receiving public response was developed at the organizational meetings of the consultation group. **The Fraser Valley was defined as including areas south of the Fraser River as well as areas north of the Fraser river and East** of the Pitt River. Thirteen locations (see Appendix B.) were selected for public meetings and a schedule was developed that included morning, afternoon and evening sessions in municipal halls or other public facilities. The Ministry issued a press release announcing the group membership and the schedule. Copies of the Findings of the Fraser Valley Access Committee were sent to municipal halls. Advertisements announcing the meetings were placed in over fifteen local newspapers and notices of the consultations were mailed to many educational and community groups. Simon Fraser University, Douglas, Kwantlen, and Fraser Valley Colleges were invited to host consultations on their campuses. Separate meetings were subsequently held with officials at the British Columbia Institute of Technology and the University of British Columbia. By the end of the consultation process, the group had received over 300 communications of various sorts (phone inquiries, fax, letters). The chairman, spokesperson for the group, handled the communications with the media.

Briefs received in advance for presentation were placed first on the agenda and oral presentations were received as time allowed. The Chairman commenced each session giving the background and purpose of the consultations. Presenters were given time to speak and to respond to questions from the group.

At the conclusion of the public process, 93 presentations had been made, 37 written briefs submitted and 296 letters received and nearly 400 people had attended the public sessions.

PART II THE RESPONSE

WHAT DID THE PUBLIC SAY?

WHO MADE PRESENTATIONS?

The residents of the Fraser Valley clearly and eloquently articulated the wide range of access problems they faced in obtaining or attempting to obtain post-secondary education. Individuals and groups who came to speak or who submitted briefs and letters represented a very broad spectrum, which included:

- students entering directly from secondary school
- students transferring from college to universities
- adults requiring professional upgrading courses
- adults wishing to complete university degrees
- adults returning to the work force (re-entry)
- adults returning to studies from the work force
- career changers
- first nations people
- learning and physically disabled
- single parents
- literacy support groups
- adults with work or family responsibilities
- seniors
- employers, small business, farmers, lawyers, musicians, teachers, nurses, criminal justice professionals, women's groups
- chambers of commerce, hospitals, municipalities
- educators from elementary and secondary schools, colleges and universities, alumni groups and school boards
- unions and associations
- Members of the Legislative Assembly

WHAT DID THEY SAY ABOUT ACCESS?

In identifying current access problems, many members of the public were concerned that in addition to the short term remedy, a long term solution must be found.

At least seventy current access issues and problems were identified by the public. These can be succinctly placed within several categories:

GEOGRAPHY and TRANSPORTATION

The most frequently cited access issue was that of the travel to existing post-secondary institutions in both time and distance and the enormous difficulties of commuting from the Fraser Valley.

- "Many days I spent more time on the freeway than I did in the classroom."
- Highways are a "gridlock"; "I would not want to drive 3 hours a day"; "growing traffic snarl".
- Bridges and rivers are a barrier: "The Port Mann Bridge is a knot-hole"; "I won't use the ferry."
- "Surrey students would rather commute against the flow."
- Climate: "Sumas Prairie", between Abbotsford and Chilliwack, worst winter driving stretch; high winds, icing.
- Lack of adequate public transportation: "We don't even have a bus service here - only runs two times a day."
- "It takes longer to drive a mile west than a mile east, in the morning."
- "For people west of Abbotsford, the world ends at the Langley East border."
- Multi-campuses: Abbotsford/Chilliwack/Mission - one student had classes scheduled at all three campuses in the same day.

COSTS

The second most frequently cited access issue was that of the financial burden for students commuting/relocating to the University of British Columbia or Simon Fraser University.

- Accommodation ("relocating"); "can't afford residence for three sons"; some families forced into keeping 2 homes.
- "Costs $10,000-20,000 to send a kid to SFU."
- Auto expenses of commuting; "families mortgage their homes" to finance education.
- Banker: "Higher education is the sole preserve of the rich."
- High tuition costs at universities.
- Time for part-time work is taken away by time needed to commute.
- "Can't afford to quit work."

LIMITATIONS OF THE EXISTING UNIVERSITIES

The public cited the many difficulties in the past with accessing the University of British Columbia and Simon Fraser University.

- Overcrowding, not enough spaces: "1500 turned away at SFU".
- Class size too large: "Lecture hall experience is not character building."
- "Transferring is an obstacle to students."
- "Sometimes in large universities the quest for research becomes more important than teaching skills"; "Undergraduate instruction at most universities, including those in B.C., is not great -- the reason is simply the fact that the emphasis for most faculty is primarily research."
- Residences inadequate; perception that preference is given to those living farther away.
- Parking severely limited; poorly lit parking lots.
- "Women have particular difficulties with accessing part-time studies."

- Grade-point average to gain entry is high and increasing; entry requirements also serve as a barrier; "many students will not have average but have potential"; "committee for the preservation of 'C' students."

- Universities don't recognize all credits.

- "Some programs filled with international students."

- "Can't attend free lectures at UBC - too far to drive from Agassiz."

- "Universities give preference to their own students at the third year levels."

- Can't get courses they want.

- Class scheduling a problem for commuters and shift workers.

LIMITATIONS OF THE EXISTING COLLEGES/INSTITUTES

The public gave the colleges and institutes an excellent report card, while acknowledging the issue of overcrowding. Many expressed concern about the acute need for laddering to degrees from diploma programs.

- Colleges overcrowded and turning away hundreds of students, in both university transfer and in career/technical programs.

- Students who can't get entry into courses they want, enrol in anything just to get priority in following year.

- "Crying need" for degree level technical training: those in career or technical programs are experiencing a "glass ceiling" in employment; and "find it difficult to work toward a degree because the universities generally require that they must start over."

- Little access to career and technical programs in this area (Maple Ridge); taken over by private sector; "Technologies are needed here - vocational programs can be handled by community colleges and school districts."

- "The technical part of BCIT needs to be brought to the Fraser Valley."

- "Need technical and career degrees - surprised BCIT hasn't pushed on this."

- "Seat shortages may be even greater in career training."

LIBRARIES

Frequent comments were made regarding the need for improved access to library resources. The farther students lived from a university library, the more frustrated they were with the services.

- Limited inventory of research materials.
- "No access to research materials."
- Difficult to access required reserve materials; "tried three consecutive early mornings in hopes of accessing some required readings [at SFU]".
- Electronic library systems may be beneficial but only if delivery services are improved.
- "Pressure on SFU library is excruciating."; "can't get books"; "Can't find periodicals, not on shelf."
- Limited hours of opening.
- Library lending periods need to be reviewed; "people take out stuff for the term in order to gain a competitive advantage over other students".

DISTANCE EDUCATION

While open learning methods represent a real improvement to access for the 10,000 registered students of the Open Learning Agency, the general feeling of the public was that distance education was not for everyone and would not meet their needs in the foreseeable future.

- "Because of my isolation, it is the only solution for me."
- "Open learning is providing the means for students to learn at a time, place and pace of their own choosing."
- "Need highly motivated students" [to study] "at home".
- No quiet place at home.
- "Distance education is a study in solitude."

SUPPORT SERVICES

Individuals and groups emphasized the need for a full range of student and support services and identified some unique problems of access.

Child care

- Child care centres close at 5 pm; no child care in the evening at universities.
- Limited number of seats; "faculty get first dibs".
- "Not many women can afford": cost high ($625 for kids under 18 months).
- "Kwantlen's new campus does not have child care."
- "Degree completion is impossible if person has a family."

Disabled students

- Participation rate low: need to be considered in planning.
- "Terrified to go onto big institutions of higher education."
- UBC has no program for dyslexics: "I deserve an education."
- Resistance in faculty to utilize new technologies to assist in instruction.

Literacy

- "Residents in the eastern Fraser Valley are becoming disenfranchised."
- "We must encourage students to remain in school until graduation from high school."

ATTITUDES TOWARD EDUCATION

The consultation group explored the reasons for the low participation rate in the valley. Apart from the obvious inter-related issues of distance, time and cost, the public presented other explanations.

- "Attitude that higher education is unnecessary"; can't wait to graduate from high school, get a job, a car, get into money-making.

- Re-entry adults even fear of process of applying.

- Fear of transfer from a small two year college [FVC] to a big urban university: adjustment problems - "Paranoia about the big city".

- Native students don't want to leave home to go to school; disruption and being away from families and cultural life make success much harder.

- "People looking for small town university experience."

- Lack of post-secondary 'visibility'; i.e., no university to see; "once the distance is more than twenty miles" [to a university], "the community loses interest".

- Need for university/college preparatory orientation.

- Need to start with motivating; "first have to get them interested in education"; "white-knuckle re-entry" students.

- Need to do more promotional work in high schools.

- Students don't like transferring from one institution to another.

- High drop-out rate from high school.

- Cultural history: not all communities appreciated value.
  of post-secondary education

LIMITED PROFESSIONAL DEVELOPMENT OPPORTUNITIES

Many members of professional groups identified the occupational and educational challenges they faced.

- Shortage of teachers; "most teachers must be imported"; we have a lot of teachers with 4 year degree who want to complete fifth year; "where will teachers get upgrading?"

- General shortage of health care personnel; Nurses: access to degrees by year 2000; problems of accessing education when working twelve hour shifts; those in full-time degree programs are forced to leave community; for those in part-time study, "it is a long painful journey"; "degrees have to be more accessible" (this came from a head nurse who was also a single mother with three children).

- Skills shortages in the Human Services fields.

- Lack of opportunity for professional upgrading for lawyers; farmers, those in criminal justice field.

- "Professional upgrading at the university level is inaccessible."

UNAVAILABILITY OF SOME FOUR-YEAR PROGRAMS

The public stated that they would like access to degree programs not currently available in the Lower Mainland.

- Aviation i.e., Pilot training (available at Trinity Western)
- Veterinary Sciences
- Criminal Justice
- Audiology
- Optometry
- Environmental Sciences
- Horticultural Sciences

WHAT OTHER ISSUES WERE ADDRESSED?

In addition to access problems, the public raised other important matters related to post-secondary education in the Fraser Valley and made some recommendations.

- **Credibility/reputation of degrees/institutions**

  "This province needs respected, reputable pieces of paper."

- **"As a taxpayer..."**

  Huge construction and start-up costs of new university. Expense of libraries; "cost staggering"; "one library in a region is sufficient - to duplicate is not reasonable."

- **Economic benefits**

  The districts and chambers of commerce in particular expounded on the economic and cultural benefits of having a university located in their community: it would attract industry, businesses would retain employees.

- **The nature of a degree-granting institution**

  Small classrooms; residences; focus on teaching excellence; acreage of 500 to 1000 was recommended, to provide for expansion, residences, research and endowment; planning should commence immediately.

- **Programs to be offered at degree level**

  Suggestions included, basic Arts and Science, technical programs, aviation, agriculture, criminal justice, nursing, teacher education, environmental studies, horticulture.

- **Use of land in the Agricultural Land Reserve**

  At public sessions, speakers were unanimous in stating that a university would be a good use of agricultural land.

- **University-college model**

  There was overwhelming support for the university-college concept, but certain cautions and concerns were articulated.

  "Fish nor fowl": "mixing the missions of community colleges and universities does not work"; University-college with a dual mission will lead to tension, with a predominately university-type faculty, with weakening of its previous applied programs.

  Some commented on the rigidity of traditional universities, but the same people were struck by the speed with which university-colleges were started.

  Much debate as to whether university-colleges were in fact cheaper to operate; "jury out".

WHAT OPTIONS DID THEY SUGGEST?

The **public** suggested various options or combinations of options including but not limited to:

A TRADITIONAL UNIVERSITY

- "The new degree-granting institution should be a "provincially established, permanent self-governing degree-granting institution offering both undergraduate and graduate programs, and research, and having a residential component from its inception".

- This option was clearly preferred in the west of the valley. "The Fraser Valley is unique in having the critical mass needed to support a conventional university". In the eastern Fraser Valley, there was little support that a traditional university be established there.

- This model will take a lot longer to establish. "A conventional university would take a long time to get going". Many raised the cost of this model as a concern.

- "Dream big, don't go for quick fix".

- Should be residential school; if not you can't attract students from elsewhere.

OPEN LEARNING : OPEN UNIVERSITY/OPEN COLLEGE

- "Open learning means providing the means for students to learn at a time and place and pace of their own choosing".

- "Theoretically, the OU [Open University] could accommodate the need for all degree places in the Fraser Valley".

- "'Seats in classroom approach' is so clearly insufficient to answer the demands of the coming decade that it can only be considered as a part of the answer."

- Collaboration with other institutions.

- Flexible approach to the granting of degrees and diplomas.

AN UNDERGRADUATE TEACHING UNIVERSITY

- "The most effective and efficient model for the Fraser Valley is a four-year college, committed to undergraduate teaching and learning in the liberal arts and sciences."

- The public perception of what is needed in the valley is clearly for undergraduate education with an emphasis on instruction and smaller classes.

- "What the province needs is a good undergraduate facility."

- "We need another 1-4 university."

- Would take longer to be established.

- If the Fraser Valley College becomes degree-granting, this will diminish present access crisis.

UNIVERSITY-COLLEGE MODEL FOR FRASER VALLEY COLLEGE

- The most frequently cited and supported model in the eastern valley was for degree-granting status for Fraser Valley College. FVC itself also acknowledged and supported establishment of a traditional university in the west. Certainly this model can address the access issue fastest. The degrees could be in partnership with existing universities. In the west of the valley, some felt the university-college option was a "quick-fix" and that it would corrupt the successful comprehensiveness of the community college model.

- "In ten years, would make sense to revisit the university-college model to determine whether to maintain degree-granting status."

- "Begin under the aegis of one of the established universities."

- Public perception was that this model would be less expensive, "it would cost less", be "cheaper".

- In order to meet demand, the campus would need to be expanded.

POLYTECHNICAL INSTITUTE

- "We need a polytechnic."

- "First class universities are indifferent to applications."

- Would give validity to technical degrees upon transfer.

- Lend greater stature to the applied science/technical degree.

PART III THE ORIGINAL RECOMMENDATIONS

The Fraser Valley Access Committee, made up of the presidents of Simon Fraser University, Kwantlen College, Douglas College and Fraser Valley College, made nine recommendations in its final report. (See Appendix A)

The following comments reflect the public response to the nine recommendations of the Fraser Valley Access Committee.

TO RECOMMENDATION #1

THAT THE PARTICIPATION RATES FOR POST-SECONDARY EDUCATION IN THE FRASER VALLEY BE RAISED TO AT LEAST THE NATIONAL AVERAGE BY THE END OF THE NEXT DECADE, IN KEEPING WITH PROVINCIAL GOVERNMENT POLICY.

The public concurs with this recommendation. Some expressed concern regarding the critical need to raise the Fraser Valley rate of 18 full time equivalent students (FTE) per 1000 to at least the provincial rate of 35 FTE/1000. The national target of 45/1000 should be reachable by the end of the decade.

POST-SECONDARY PARTICIPATION RATES *
(FTE per 1000 of the Total Population)

Fraser Valley	18.4
British Columbia	34.6
Canada	44.7

* From Findings of the Fraser Valley Access Committee, p. 26.

TO RECOMMENDATION #2

THAT THE REGION'S POST-SECONDARY INSTITUTIONS BE PROVIDED SUFFICIENT CAPITAL AND OPERATING RESOURCES TO ALLOW THEM TO PLAY A MAJOR ROLE IN MEETING THE PROVINCIAL GOVERNMENT'S PARTICIPATION RATE TARGET.

The public understood the need for this recommendation, but expressed concern that the rate of expansion reflect the public's ability to pay.

TO RECOMMENDATION #3

THAT FIRST PRIORITY IN AN ACCESS STRATEGY FOR THE FRASER VALLEY BE GIVEN TO EXPANDING INSTITUTIONAL CAPACITY AT FRASER VALLEY COLLEGE, KWANTLEN COLLEGE, DOUGLAS COLLEGE AND SIMON FRASER UNIVERSITY.

Despite the fact that various campus expansions have been announced by the Minister of Advanced Education, Training and Technology, there was overwhelming evidence that new capacity would be required if our goals were to be met. The public also expressed concern about career/technical programs not being addressed at the four mentioned institutions and recommended that BCIT should be included in the overall strategy for this.

TO RECOMMENDATION #4

THAT SECOND PRIORITY BE GIVEN TO THE PLANNING AND DEVELOPMENT OF A NEW DEGREE-GRANTING INSTITUTION FOR THE PROVINCE.

* THAT THE NEW INSTITUTION BE GIVEN AN INAUGURAL DEADLINE OF SEPTEMBER, 1995;

* THAT IT BE LOCATED TO PROVIDE OPTIMUM COMMUTER ACCESS FOR THE MAJORITY OF FRASER VALLEY RESIDENTS;

* THAT IT OFFER UNDERGRADUATE AND GRADUATE INSTRUCTION TO NO LESS THAN 3,900 UNDERGRADUATE AND 420 GRADUATE FTE BY 1999; AND

* THAT SIMON FRASER, IN KEEPING WITH THE DECISION OF THE UNIVERSITY'S SENATE, IS PREPARED TO LEAD THE PLANNING EXERCISE.

There was overwhelming public evidence in favour of access to degrees and strong concern expressed that degrees be not only academic degrees, but also career/technical degrees. e.g. Aviation, nursing, etc.

- Public wants this implemented as soon as possible. Need is urgent now;

- To provide optimum commuter access, 45 minutes is absolute maximum tolerable commuter time and if at all possible it should be counter flow;

- Huge demand for undergraduate degrees; however, the general public did not comment on numbers of seats required. There was little expressed desire for access to graduate studies and research;

- A need was seen to involve SFU and other universities in the initial stages of planning, but no call to have them lead the planning. SFU clarified that it has no proprietary claim and public comment supported this.

- Locating a university in Surrey or western Langley does not address issue of access in eastern valley.

TO RECOMMENDATION #5

THAT FIRST AND SECOND-YEAR UNIVERSITY TRANSFER PROGRAMS AND EXISTING NON-UNIVERSITY PROGRAMS BE EXPANDED IN FRASER VALLEY COMMUNITY COLLEGES AND THAT NEW CAREER/TECHNICAL AND VOCATIONAL PROGRAMS BE ESTABLISHED IN RESPONSE TO LOCAL COMMUNITY NEEDS AND ACCESS DEMAND.

The need to expand in all these areas was reiterated, as was the need for the establishment of new career/technical and vocational programs that lead to a degree. [Otherwise known as 'laddering']

TO RECOMMENDATION #6

THAT GREATER PROGRAM ARTICULATION AND EASE OF STUDENT TRANSFER BETWEEN COLLEGES AND UNIVERSITIES BE INSTITUTED.

Much was said about the need for laddering and improvements to transferring. Some improvements have been made, e.g. Criminology students going from Fraser Valley College to SFU. More needs to be done and more visibility given to the successes.

TO RECOMMENDATION #7

THAT SIMON FRASER UNIVERSITY ESTABLISH A PHYSICAL PRESENCE IN THE REGION FROM WHICH AN EXPANDED EXTENSION PROGRAM CAN BE MOUNTED:

* THAT THE EXTENSION PROGRAM CONCENTRATE ON DELIVERING UPPER DIVISION UNIVERSITY COURSES;

* THAT THE EXTENSION PROGRAM PROVIDE ACCESS TO AT LEAST 260 FTE BY 1994/95; AND

* THAT COLLEGES IN THE FRASER VALLEY ASSIST BY MAKING CLASSROOM SPACE AVAILABLE, WHEREVER POSSIBLE.

Public did not express the need for a branch campus of an existing university, but did see that B.C. Universities, in joint-venture affiliations, should have a presence in the valley for specific programs; e.g. UBC in agriculture, etc.

TO RECOMMENDATION #8

THAT A PUBLIC INFORMATION CAMPAIGN BE DEVELOPED BY THE INSTITUTIONS REPRESENTED ON THE FRASER VALLEY ACCESS COMMITTEE TO COMMUNICATE ABOUT POST-SECONDARY EDUCATION OPPORTUNITIES AND TO SEEK COMMUNITY VIEWS ON THE DIRECTION OF POST-SECONDARY DEVELOPMENT IN THE REGION.

Public agreed that an information campaign is needed, but added that BCIT should be part of this. Elementary and secondary schools also need to be better informed. This consultation group established by the Minister was seen as the vehicle for seeking "community views on the direction of post-secondary development in the region".

TO RECOMMENDATION #9

THAT THE FRASER VALLEY ACCESS COMMITTEE BE CONTINUED TO ENSURE THAT POST-SECONDARY OPPORTUNITIES IN THE FRASER VALLEY ARE COORDINATED AND THAT ACCESS TO POST-SECONDARY SERVICES IS EFFECTIVELY AND EFFICIENTLY EXTENDED TO THE PEOPLE OF THE REGION.

Very little opinion was expressed on this recommendation. Public does want strong coordination, but no suggestions were made as to how it should be accomplished.

PART IV THE RESULTS

There is an access problem.

It is urgent!

The most obvious conclusion from the consultations is that residents of the Fraser Valley have an acute problem in achieving reasonable access to post-secondary education. The problem requires immediate as well as long-term solutions. Students seeking access to trades, technical, career and academic programs are all experiencing difficulties. Figure 1 on the following page illustrates the way in which the current delivery system is structured.

FINDINGS FROM THE RESPONSES

The members of the Fraser Valley Access Consultation Group have attempted to reflect public opinion as opposed to personal, committee, regional or institutional opinion in the following comments. The results of the consultations are summarized in the following paragraphs.

1. **Travelling**

   In each consultation, residents of the Fraser Valley expressed the opinion that the maximum tolerable travelling time (not distance) was 45 minutes. Educational facilities should be located near a freeway exit and near a river crossing. Travel should be counter to traffic flow patterns. Exceeding these parameters becomes a major deterrent for commuters to complete an academic degree, technical diploma or certificate.

2. **Cost**

   The annual cost for commuting and/or relocating Fraser Valley students (travelling and/or accommodation, tuition study materials, and loss of employment owing to travel) is beyond their ability to pay, ($8,000 to $10,000 was cited).

3. **Academic/Career/Technical Degrees**

   Students are reflecting pressure from employers as well as post-secondary institutions that in order to have the opportunity to progress in their careers they must obtain either an academic undergraduate degree or a career/technical degree. Market demand for career and technical diplomas remains strong.

4. **Overcrowding**

Overcrowding is experienced at all the facilities currently available to Fraser Valley residents. Overcrowding is evidenced by students being rejected for admission to the college or university of choice, even when their grade point average meets the college or university standards. While the minimum grade point average for admission to university or college may not change much over time, individual faculties may choose to raise the admission standard in order to limit student enrolment to available capacity. For example, some programs accept a student with a "C" average, while other programs may require a "B+" or even an "A" within the same university.

Further evidence of overcrowding is shown by the lack of access to desired courses, residences, library services, child care facilities, parking, etc.

5. **Psychological Impact**

For some Fraser Valley students, the prospect of attending college in the "big city" is a cause of great concern. Many students do not make the transition well, not directly from high school, not after two years of college nor even as a mature adult. The closeness of the community or the family unit in the Fraser Valley exacerbates that transition.

The alternative to separation from the family unit involves lengthy travel which can exceed two hours each way. Apart from the cost of such a lengthy commute, few students can excel at their studies when three to four hours of each day is spent in driving.

6. **Geography**

The geography of the Fraser Valley creates special problems. The rivers and mountains create barriers and bottlenecks to travel and create personal safety hazards in addition to simply increasing the time necessary to travel a given distance.

In addition, the dangerous nature of winter travel on the freeway and especially the Sumas Prairie portion of the highway represents a psychological barrier.

7. **Library Facilities**

Library facilities are inadequate for students living in the Fraser Valley. Those taking courses at SFU and UBC experience great difficulties in getting the required reference materials. The present methods of accessing materials by telephone simply are unsatisfactory. Both the depth and the breadth of resources materials in the collections available at the community colleges are inadequate for many of the programs currently offered.

8. **Support Services**

Residences and well-lighted parking facilities are needed. We may expect any new post-secondary facilities to be commuter oriented for the foreseeable future. However, Simon Fraser University was intended to a be a commuter institution, but no longer has the option to reconsider the appropriateness of that decision with respect to either parking or residences.

Other special needs include the need for "child care" (as opposed to "day care" facilities, since many students are taking evening courses after a full day of work) especially for single parents; the need for special programs and equipment for the disadvantaged learner, i.e., dyslexic, hearing and visually impaired, and the physically disabled student. The services required include not only facilities and counselling assistance, but also included the need for insisting that instructors use facilities (such as microphones necessary to make the use of hearing aids effective) when those facilities are warranted.

9. **Changing Student Profile**

The 18 to 24 year old students are no longer the overwhelming majority of student population on campuses. Mature students are returning to school on both a part and a full time basis. Many of the students are single parents. There has been a substantial increase in student population from outside Canada, creating a multi-cultural nature to our post secondary institutions.

10. **Lifelong Learning**

Lifelong learning has become a fact of life and an economic necessity for residents of the Fraser Valley. The student body includes representation from all age groups as well as substantial number of senior citizens.

11. **Student Transfers**

Students report substantial difficulty in transferring between institutions. It is widely believed that in times of restricted enrolment, universities give preference to their own students to the disadvantage of the transferring students.

In addition, students have indicated substantial difficulty in receiving credit for courses taken prior to the transfer.

12. **Laddering**

Programs at community colleges require greater integration with academic programs within and between institutions, so that "laddering", or moving from a technical, trade or career program to an academic program and vice-versa is made easier. In many cases, such a move today requires the student to complete the entire requirements for both the diploma as well as the degree, even though some of the courses represent substantial if not complete duplication.

13. **Integration and Coordination**

In a community with as small a population as British Columbia, it is not practical for each institution to attempt to provide comprehensive world class education in each faculty. It is essential that specialization be arranged, preferably with the cooperation of the institutions, so that each may have an opportunity to excel without unnecessary duplication of costs.

14. **Reputation of two-year Diploma**

The two-year diploma may be the most appropriate level of education in some cases, and should be given the recognition it deserves. It may be necessary for employers (including governments) to realize that a university degree is not necessary for adequate performance in all positions within the organization.

15. **Public Transit**

To attempt to satisfy the transportation requirements of students by public transportation would be extremely expensive given the large distances, the population distribution and the lack of commonality of travel times and destinations. As a result, attention to roads, bridges, freeways, off-peak travel, counter-flow travel and car-pooling will provide better solutions.

16. **Taxpayers' Ability to Pay**

While it is tempting to produce a 'wish list' to solve post secondary access problems, it is essential that the taxpayers' ability to pay be kept in focus when considering alternative solutions.

APPENDIX A

FINDINGS OF THE FRASER VALLEY ACCESS COMMITTEE

EXECUTIVE SUMMARY

Since 1989, improving access to higher education and job training in British Columbia has been a centrepiece in the Province's public policy agenda. In the British Columbia Government's Access for All strategy announced in 1989, it was recognized that the Fraser Valley represents a unique area of growing demand for post-secondary education.

Consequently, the Fraser Valley Access Committee, consisting of the presidents of Simon Fraser University, Douglas College, Kwantlen College and Fraser Valley College, was convened by the Minister of Advanced Education, Training and Technology to investigate the influence of demographic change and higher participation rates on educational demand in the Fraser Valley region, and to develop a regional access plan for additional university and college programs.

The Committee's analysis of province-wide patterns of population and demographic change shows that the Fraser Valley is the fastest growing area of British Columbia and has the largest portion of the population not served in a degree-completion capacity.

There is clearly a need to increase student capacity at the institutions currently responsible for the region's higher education needs: Fraser Valley College, Kwantlen College, Douglas College and Simon Fraser University. The colleges could address the need for more student spaces in the first and second undergraduate years. However, the demand for additional student spaces in the third and fourth undergraduate years and at the graduate level would still need to be dealt with.

The Committee also recognizes the differentiated roles played by colleges and universities in the post-secondary system and the fact that the Fraser Valley's access needs encompass a full range of post-secondary educational services. Equally important, Committee members share an appreciation that higher education today is evolving away from a full-time commitment over a few years to a part-time commitment over a lifetime. Accordingly, a concern for mid-career upgrading, lifelong learning and recurrent adult education figured prominently in the committee's work.

After establishing the magnitude of the shortfall between enrollment capacity and anticipated student access demand, the Committee concluded that there are no short-term solutions. The recommendations of the Fraser Valley Access Committee are as follows:

RECOMMENDATIONS

1. That the participation rates for post-secondary education in the Fraser Valley be raised to at least the national average by the end of the next decade, in keeping with provincial government policy.

2. That the region's post-secondary institutions be provided sufficient capital and operating resources to allow them to play a major role in meeting the provincial government's participation rate target.

3. That first priority in an access strategy for the Fraser Valley be given to expanding institutional capacity at Fraser Valley College, Kwantlen College, Douglas College and Simon Fraser University.

4. That second priority be given to the planning and development of a new degree-granting institution for the region:

   - that the new institution be given an inaugural deadline of September, 1995:
   - that it be located to provide optimum commuter access for the majority of Fraser Valley residents;
   - that it offer undergraduate and graduate instruction to no less than 3,900 undergraduate and 420 graduate FTE by 1999: and
   - that Simon Fraser, in keeping with the decision of the University's Senate, is prepared to lead the planning exercise.

5. That first and second-year university transfer programs and existing non-university programs be expanded in Fraser Valley community colleges and that new career/technical and vocational programs be established in response to local community needs and access demand.

6. That greater program articulation and ease of student transfer between colleges and universities be instituted.

7. That Simon Fraser University establish a physical presence in the region from which an expanded extension program can be mounted:

   - that the extension program concentrate on delivering upper division university courses;
   - that the extension program provide access to at least 260 FTE students by 1994/95; and
   - that colleges in the Fraser Valley assist by making classroom space available, wherever possible.

8. That a public information campaign be developed by the institutions represented on the Fraser Valley Access Committee to communicate about post-secondary education opportunities and to seek community views on the direction of post-secondary development in the region.

9. That the Fraser Valley Access Committee be continued to ensure that post-secondary opportunities in the Fraser Valley are coordinated and that access to post-secondary services is effectively and efficiently extended to the people of the region.

Copies of the complete report, Findings of the Fraser Valley Access Committee are available from municipal halls in the Fraser Valley.

APPENDIX B

PRESENTERS TO THE FRASER VALLEY CONSULTATION GROUP

MATSQUI, SEPTEMBER 18, 1990

Malcolm Harvey	Economic Development Officer District of Matsqui
David Perret	FVC Student
Pat McQueen	FVC Student
Jake Van Laar	Coastal Pacific Flight Centre
Ron Price	Airshow Canada
Dick Bate	VP Academic, Fraser Valley College

AGGASIZ, SEPTEMBER 19, 1990

Rae McCoombs	Resident
Margaret McRae	Resident
Mihaela Yeung	Resident
Frederick Rowall	Resident
Malcolm Wright	Resident
Lorne Fisher	Agriculture Canada Research Station
John Baumfield	Resident
Con Van Laerhoven	Resident
Joanne Dudley	Student
Peter Andres	Aggasiz Harrison Teacher's Association
Gunther Schwichtenberg	Resident
Lynn Briscoe	Resident

MAPLE RIDGE, SEPTEMBER 21, 1990

Gale Pirie	Teacher
Slade Dyer	Resident
Wayne Welsh	Resident/FVC Faculty

HOPE, SEPTEMBER 5, 1990

Johanna Coughlin	Hope & District Chamber of Commerce
Inge Wilson	Manager, Chamber of Commerce
Sue Witter	Dean, Continuing Education Fraser Valley College
Kim Brickly	Pre-School Supervisor and Student Fraser Valley College
Lee Gillespie	Student
Marya Losier	Post Graduate Student, SFU
Larry Ortis	Hope-Fraser Valley College Community Advisory Council
Sue Davies	Mature student

CHILLIWACK, SEPTEMBER 27, 1990

Clint Hames	Resident
Valerie Batison	Resident
Jesse Reid	Chilliwack General Hospital
Joan Brown	Resident
Lois Inkman	Resident
Joan Weir	Resident/FVC Faculty
Gail Newby	Fraser Valley East Literacy Group

John Les	Mayor of Chilliwack
Vic Tunbridge	Chilliwack School District Board
Marilyn Fane	Chilliwack Community Services
Lori Onsorge	Chilliwack Music Academy
Glen Read	Chilliwack Elementary School Administrator

MISSION, OCTOBER 2, 1990

Keith Cameron	Superintendent of School District #75
Linda Morgan	Chairman, Program Advisory Committee for Social Services, Fraser Valley College
Denise Kuchapski	Mature Student
Joel Ross	Mission Memorial Hospital
Sophie Weremchuk	Mayor, District of Mission
Father Alban Riley	Seminary of Christ the King
Charles McPherson	Mission Lifetime Learning Centre (for Seniors)
Catherin Marcellus	Mission Lifetime Learning Centre
Simon Jones	Student, Patrick Secondary School
Sally Buchanan	Student, Fraser Valley College
Peggy Staber	Chairman, Fine Arts Advisory Committee
Cathy McDonald Smith	Resident

LANGLEY CONFERENCE CENTRE, OCTOBER 3, 1990

John Watson	President, BCIT
Brian Gillespie	VP, Education, BCIT
Gerry Moss	VP, Student Services
Cal Hoyt	Township of Langley
Ken Davis	Dean of Graduate Studies Trinity Western University
Ian Mugridge	Open Learning Agency (which includes Open University Open College, & Knowledge Network)
Casey Sheridan	Fraser Valley College

DELTA, OCTOBER 5, 1990 (Morning Location)

Sheelah Grasswick	University Women's Club South Delta

NORTH DELTA, OCTOBER 5, 1990 (Afternoon Location)

Sharon Shilliday (and group)	University Women's Club of North Delta

SURREY, OCTOBER 9, 1990

Bill Saywell	President, SFU
Bob Bose	Mayor of Surrey
Adrienne MacLaughlin	President, Kwantlen College
Penny Puddy	Surrey School District #36
Norm Blain	Surrey Chamber of Commerce

WHITE ROCK, OCTOBER 9, 1990

Ed Lavalle	College-Institute Educators' Association
Paul Brinton	Resident
Bill Day	President, Douglas College

FRASER VALLEY COLLEGE CAMPUS
ABBOTSFORD, OCTOBER 10, 1990

Brian Minter	Chairman, Fraser Valley College Board
Jack Gatson	Chairman, Fraser Valley College Access Committee
Peter Jones	President, Fraser Valley College
Bob Smith	President, Fraser Valley Faculty & Staff Association
Wilfred Victor	Fraser Valley Student Association
Carol Peters	Student
Grant Kinsley	Student
Susan Schieff	Student

ABBOTSFORD, OCTOBER 11, 1990

Leslie Debroekert	Alumni, Fraser Valley College
Marilyn Francis	Vice President, Student Council Toti: Lthet Centre
Neil Brown	Linley, Duignan (Law firm)
Marilyn Hamilton	President Abbotsford/Clearbrook Chamber of Commerce
John Smith	Chairman, School District #34 Abbotsford

George Peary	Principal, Alderman, Matsqui Chairman, Central Valley Regional District
Henry Tiechrob	District of Matsqui
Gordon Hamilton Anne Raye Penner	Students, Fraser Valley College - Graphic Arts
Committee Members	Development Economic Committee Township of Langley
Sue Melnychuk	Western Institute for the Deaf and Hard of Hearing
Darlene Harding	President, Local Chapter RNABC
Russ Bleakley	Chairman, Criminal Justice Programme, Advisory Committee, Fraser Valley College
George Ferguson	Mayor, Abbotsford

LANGLEY, DECEMBER 7, 1990

Carol Gran Bill Reid Peter Dueck Dan Peterson Harry DeJong	Fraser Valley Caucus of MLA's

LANGLEY, DECEMBER 13, 1990

Glen Farrell	President and CEO, Open Learning Agency

APPENDIX C

BRIEFS AND LETTERS RECEIVED

WRITTEN BRIEFS FROM EDUCATIONAL ORGANIZATIONS

- FRASER VALLEY COLLEGE
- COLLEGE-INSTITUTE EDUCATORS' ASSOCIATIONS OF B.C.
- KWANTLEN COLLEGE
- DOUGLAS COLLEGE
- SIMON FRASER UNIVERSITY
- CHILLIWACK BOARD OF SCHOOL TRUSTEES

OTHER WRITTEN BRIEFS RECEIVED

- 37

LETTERS RECEIVED BY MAIL

- 296